

Educational Leadership and Management

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IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



EDUCATIONAL LEADERSHIP AND MANAGEMENT

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IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

ISBN: 978-967-418-013-3

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan

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CHAPTER 6

Scale Validation of Teacher Attributes in Infusing Islamic Manners (*adab*) in the Classroom

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INTRODUCTION

In the Islamic education process, teachers play important roles in training Muslim youths to behave ethically. According to Ibn Miskawayh (Al-Din, 1994), in his book *tahdhib al-akhlaq* (Refinement of Character), teachers as trainers must impart to the young desirable knowledge, moral, customs, and behavior, to prepare them in the manner which makes them acceptable human model within the Muslim community. Therefore, the training of *adab* or Islamic manner has been considered as an important duty for Muslim teachers (Al-Attas, 1979) since they are the best possible behavior model for their students (Quick, 2004). However, Muslim teachers are facing greater challenges in carrying out this duty especially when they are teaching in schools with secular or Western orientation where Islamic values and the spiritual dimensions are neglected (Al-Attas, 1978; Nadwi, 1997; Ul-Islam, 2003). Hence, an understanding of how teachers perceived their performance in infusing Islamic manners (*adab*) in classrooms (iMIS) and how motivated they are towards a positive work ethics within the school will not only have an impact on the performance outcome of the teachers but will also affect the extent to which the school encourages a positive work ethics of the individual to benefit the organization.

This study attempts to investigate the nature of teachers attributes in infusing Islamic manners (*adab*) construct. Specifically, the study empirically tested to confirm the 4-factor model of teacher attributes in iMIS. The study also sought to establish the extent to which the conceptualized teacher attribute model represents the data.